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ABSTRACT

A study was conducted of the processes involved in adapting to a community college teaching career, which tends to consist of essentially the same duties and responsibilities throughout the period of employment without external boundaries demarking different career activities. The study employed an ethnographic methodology, involving in-depth interviews with 30 full-time faculty members in four community colleges which explored underlying motivations and ambivalence surrounding their acceptance of their career. Study findings included the following: (1) despite the existence of earlier career experiences, once faculty members came to the community college their careers fell into the one-stage pattern; (2) "Ambitious Faculty" were unaccepting of a lifelong career at a community college, and saw themselves in an early, temporary stage of their career; (3) "Proactive Faculty" accepted their long-term future at the community college and avoided boredeom and routinization by purposefully seeking out new activities and opportunities; (4) "Reactive Faculty" also accepted their long-term community college future, but did not feel it necessary to seek out change to relieve boredom; and (5) "Disengaged Faculty" were unsatisfied with their careers and identified more with their disciplines than with their colleges. A four-page bibliography is included. (EJV)

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COMMUNITY COLLEGE FACULTY CAREERS

A paper prepared for presentation at the 1986 Annual Meeting of the American Educational Research Association in San Francisco, April 15, 1986

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ABSTRACT

COMMUNITY COLLEGE FACULTY CAREERS

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Half of all undergraduate American education is undertaken in community colleges. The careers of the community college faculty are somewhat different from those of faculty in more traditional institutions. Community college faculty may spend their entire professional lives working in the same job. They do not move through external hierarchical career boundaries as do many of their colleagues in other professions and settings. This study was interested in the coping strategies adopted by faculty to manage the one-stage career.

The methodology used in this study was ethnographic. Thirty in-depth interviews were conducted with full-time faculty in four community colleges. The interview responses were then analyzed using Glazer and Strauss's constant comparative methodology. The findings were organized into overarching categories describing the faculty career adjustments.

Four overarching categories were delineated. Faculty were found to be Ambitious, Proactive, Reactive, and Disengaged. The characteristics and implications of each of these categories in terms of the individual and the college are described.

In conclusion, community college faculty careers are not well delineated using current career development literature. Modifications to career development theory are required to describe the impact of the unchanging job requirements.

This study attempted to develop an in-depth understanding of the processes that a faculty member undergoes in adapting to a teaching career within the community college system. There are more students enrolled in community colleges than all other colleges combined. The Carnegie Commission on Higher Education estimates that there are approximately 1,400 community colleges with an enrollment of 4,500,000. In 1962, enrollments totaled 818,869 in 704 colleges. This phenomenal growth has not been without problems. One of the difficulties has been staffing these relatively new colleges with an appropriate faculty; that is, a faculty that understands and subscribes to the mission of the community college and is competent to teach within it.

Community College faculty share some characteristics with their four-year colleagues, but there are also significant differences. One of the principal difference between community college faculty and their four-year counterparts is that their career paths do not lend themselves to progressively higher titles based on the same criteria (Smart, 1978; Baldwin, 1979; Barnard, 1971; Cameron, 1978; Cares, 1975; Fernandez, 1978). Whereas four-year faculty can earn tenure and higher rank through the production of scholarly works, this is rarely true for the community college faculty. Even if higher rank can be earned in the community college by improving one's teaching skills or making special contributions to the institution, the essential task of the community college faculty remains the same for the lifetime of his or her career.

This existence of a one-stage career and its implications was the principal focus of this research. For the purpose of this study, a career was considered one-stage when the duties and responsibilities remain essentially the same throughout the period of employment, and there are no external boundaries demarking different career activities. This definition includes faculty members whose job title changes but whose duties remain the same. An example would be an English faculty who begins at the college teaching freshman English and is still doing this with very little change in duties or expectations twenty years later. If this faculty member were promoted from instructor to eventually full professor, but the fundamental nature of his/her duties did not change, then the career would be considered one-stage.

Most studies about faculty in the community college and in the four-year institution focus on the outcome of the faculty's perception of their careers rather than on the process by which they came to understand and accept their paths. For example, faculty satisfaction is surveyed (Medsker and Tillery, 1971; Monroe, 1972) but the process by which satisfaction is achieved or lost is not addressed. The limitation of this outcome-focused research is that although it gives a profile of the status quo, by not delving into the development of these perceptions, there is only limited material available for intervention into and change of these perceptions.

The ethnographic methodology is an appropriate methodology for understanding the processes by which faculty members come to

an understanding and acceptance or rejection of their role as a faculty member in a community college. Ethnographies are concerned with an in-depth understanding of the underlying constructs which determine a particular outcome. This study depended on in-depth interviews of a small sample of faculty members. The underlying motivations and ambivalence surrounding their acceptance of their career were explored through long detailed, semi-structured interviews. Not only was the ethnographic methodology useful in exploring outcomes or hypotheses that had already been identified, but it also lent itself very well to the development and modification of hypotheses. During the interviews, the respondents were encouraged to elaborate in detail. The detailed responses allowed the exploration of ideas which had not previously been considered in outcomes research, where the number of constructs explored were confined by the choices presented on the structured questionnaire. The variables that had already been identified as significant by previous survey research formed a useful base for deeper exploration using ethnographic techniques.

The literature about community college faculty is divided into three principal dimensions; the first dimension is concerned with the personal characteristics of the individual, the second dimension is concerned with teaching as a career and the third dimension with the characteristics of the community college as a career environment.

A review of the literature about faculty members as individuals was organized around the constructs of adult

development, vocational sex differences, individual career paths, and the influence of socioeconomic status.

The literature about adult development had few direct references to the relationship between community college careers and theory. An extensive bibliography "Life Span Development: Implications for Education" (Schaie and Willis, 1978) had no citations of adult development directly related to faculty. Some work has been done since that time, most notably Baldwin's (1979 and 1981) work relating Levinson's theory of adult development to the careers of four year faculty. However, as far as faculty in general, and community college faculty in particular, are concerned, the two categories of literature remain fairly separate. An important task of this research was to test the applicability of current adult development theory to community college faculty members and their one-stage careers.

A review of vocational sex differences for faculty indicated that women would be disproportionately under-represented on their faculties and their opportunities would be somewhat constricted as a result of their sex (Lentz, 1982; Carnegie, 1980; Cohen and Brauer, 1977; and Willie and Stecklein, 1982). Although there was disagreement about the level and nature of opportunities for women (Ladd and Lipset, 1982; and Hollon and Gemmill, 1976) it was anticipated that sex would provide an important difference in perspective on the one-stage career.

The occupational roles of college faculty have been the subject of much research. However "most of the research on

career patterns deals with the way faculty perceive their work in an established occupational structure (i.e., academic ranks)" (Van West, 1982, p.3). Although Van West made this comment in relation to her work on the aging professorate it is also relevant to this discussion about one-stage careers. Most of the literature about academic career development bases its discussion on the movement of the faculty through career stages (instructor, assistant professor, etc). Van West (1982) goes on to say that the concept of "academic career" is largely unexamined, though there is some recognition that a career does not follow the same pattern for faculty who are employed in different types of institutions, such as research universities and community colleges (Smart, 1978). This study considered the individual faculty's career path as a variable in relation to his or her understanding and acceptance of his or her role in the community college.

The literature about faculty in all kinds of institutions emphasizes that the similarities of faculty members are far greater than any differences based on campus environment (Martin, 1969). In Martin's study of eight apparently diverse schools across the spectrum of higher education, he found "on item after item there were no statistically significant differences among faculty, while comparative data analysis made clear their overwhelming degree of like-mindedness. "Differences that appeared were often a matter of degree" (p. 206). Nevertheless campus environment was explored in this

study as a potentially significant determinant of adjustment to the one-stage career.

The literature review allowed a broad understanding of the characteristics of both community college faculty and the institutions in which they work. This review was the basis for the guiding hypotheses and the analysis of data in this study.

The guiding hypotheses developed for this research all arose from the principal hypotheses that community college faculty see themselves as having essentially a one-stage career and that individualized internal processes for creating a sense of movement within this career are employed. The adjustment of the faculty to the one-stage career and the process of creating a sense of movement can both be explored in terms of the variables reviewed from the literature as potentially important in shaping this adjustment and process.

The guiding hypotheses were conceptually organized around the same three dimensions as the literature review, that is: the individual faculty member, teaching as a career, and the community college environment. Hypotheses arising from each of the three dimensions were proposed:

1. The faculty member's career adjustment strategies are influenced by individual differences: stage of adult development, age, and sex.

2. The faculty member's career adjustment strategies are influenced by differences in his/her career development, career path, and extra-curricular activities.

3. The faculty member's career adjustment strategies are related to: differences in the environment of the college in which they work, type of college, access to governance, and the presence of collective bargaining.

The review of literature did not yield any readily adaptable theoretical constructs on which to base an experimental study. In fact, the literature mainly yielded a number of different ways that community college faculty can be described and classified. The adult development literature was more useful in establishing a framework for considering the processes through which adults move. However, it has not been directly applied to the population in question. Community college faculty members' careers are not marked by movement through a hierarchy. There are not boundaries through which they can move to achieve at least externally defined success. As Van West (1982) concluded, "faculty do not perceive themselves as fitting into life and career stages such as those described in the professional literature," (p. 11). Members of our society have been conditioned to understand success as upward movement through a series of social boundaries.

A corollary set of guiding hypotheses emerged when considering what alternatives are available to community college faculty.

1. Do they create artificial boundaries? (And I would suggest that many promotional policies in community colleges are just that.)

2. Do they depend on boundaries external to the college, such as: satisfactions in raising their families; or in social, professional, or interest organizations; or even in other concurrent professional activities? or

3. Do they create their own boundaries within their one-stage career, such as becoming very active in the union or taking on different academically-related activities.

I hypothesized that community college faculty, in addition to the task of successfully fulfilling their principal responsibilities, have the additional task of creating for themselves a sense of career movement. Because this sense of movement is highly individualized, largely internal and not consciously shared, the task is difficult to understand and document both for the incumbent and the observer.

The literature review supports the potential viability of this hypothesis of the need for individualized boundary development. The review of adult development and career development literature focuses on social, as opposed to physiological, boundaries. It describes workers, albeit middle-class workers, moving through a progression of higher status activities, with increasing responsibility, to a period of consolidation and, finally, senescence. The focus on men in middle-class careers weakens considerably the potential applicability to men and women, in what may be a contradiction in terms: a working-class profession. Despite the difficulty in applying a theory, which presupposes a hierarchy available for climbing, it does provide the underpinnings for developing a

new theory relevant to one-stage careers. If it is accepted that a sense of movement is important to career satisfaction, then it is important to discover how this sense of movement is created in one-stage careers. It is not logical to dismiss movement as irrelevant to the one-stage career but, rather more logical, to determine how it can be used to understand processes invented to create movement in the absence of a clear multi-stage career.

The specific ethnographic methodology for this study, open ended interviews, was selected because of its potential for understanding the underlying constructs leading to external actions. Zacharias and Mathis (1982), in their work on the academic professions, point out the general need for qualitative research as opposed to more survey research in understanding faculty lives. Although Zacharias and Mathis see limitations to qualitative work in terms of its lack of statistical boundaries, difficulties with reliability, and of generalization, they nevertheless conclude that qualitative methods "maximize opportunities for each professor to speak in his own conceptual terms about the challenges facing higher education" (p. 29). Previous ethnographic research in teaching institutions (Baldwin, 1979) has yielded major insights into career stages and activities. However, Baldwin's work is limited by reliance on Levinson's (1978) theory which is not especially well adapted for use in research on one-stage careers. London's (1978) ethnography of a new community college gave a beginning insight into how community college faculty arrived at their present

positions, but neither used or developed theoretical underpinnings. This study attempted to move beyond qualitative description based on a marginally applicable theory, and beyond richly detailed but ungrounded reporting, to a combination of both.

The study took place at four community colleges, one urban, two suburban working class and one suburban, which was more middle class. Thirty faculty were selected using a stratified sample to obtain a representation of career and academic faculty, men and women and a range of ages. However, it was important not to fall into the trap of trying to quantifiably verify findings in this kind of research. The single faculty member's perception of his/her career, even with no corroboration, was valuable in itself, for what it yielded as yet another response to the condition being studied. "The researcher's job is not to provide a perfect description of an area, but to develop a theory that accounts for much of the relevant behavior" (Glazer, 1980, p. 31).

The characteristics of the eventual sample interviewed are shown in Table 1. The Key to Table 1 describes the criteria used for placement in a particular category.

Once the sample population was described using conventional demographic characteristics it was then possible to move toward a more meaningful analysis by searching for overarching categories.

These overarching categories focused on explaining internally-, rather than externally-dependent adjustment processes. It was

Table 1
SAMPLE CHARACTERISTICS

Case Name	Age	Age When Entering College	Years at College	Sex	Career Path	Education of Parents	Parents' Annual Income	Discipline	Outside Work	Campus Type	Involvement in Governance	Order interviewed
Sprang	36	27	9	F	3	1	3	2	3	A	2	1
Franks	38	23	15	M	1	1	2	1	1	A	2	2
Herman	38	24	14	M	2	1	3	1	2	A	2	3
Jones	64	46	18	M	3	2	3	1	2	A	3	4
Jardin	55	40	15	M	2	1	2	1	3	B	3	5
Smith	56	43	13	F	2	2	5	1	1	B	2	6
Savan	41	39	2	M	2	1	2	2	4	B	1	7
Pollillo	42	29	13	M	2	1	4	1	4	B	1	8
Talbot	38	27	11	M	3	2	4	2	3	B	3	9
Hanson	55	45	10	F	3	2	1	2	1	B	3	10
Tracy	34	32	2	F	3	2	5	2	3	B	1	11
Mundenk	46	36	10	M	3	1	4	2	3	B	2	12
Allen	62	49	13	F	2	2	2	3	2	B	2	13
Wilms	51	31	21	M	2	1	3	1	2	C	3	14
Duke	61	44	17	M	2	1	2	1	3	C	2	15
Stein	62	44	18	F	2	1	5	2	2	C	3	16
Merveldt	56	36	20	F	3	1	4	2	4	C	1	17
O'Hanlon	55	50	5	F	3	1	3	1	1	C	2	18
Baker	50	34	16	M	3	2	1	1	1	C	4	19
Gorman	50	33	17	M	2	1	1	1	1	C	2	20
Sinclair	54	50	4	M	3	1	4	2	3	C	2	21
Sanderson	40	34	6	M	3	2	4	2	3	D	3	22
Marsh	36	28	8	F	3	2	3	2	3	D	3	23
Harnett	68	52	16	M	3	2	2	1	1	D	2	24
Saxon	37	26	11	F	3	2	3	2	3	D	3	25
Azzolli	45	30	15	M	2	1	3	1	4	D	3	26
Howell	54	38	16	F	2	1	3	1	2	D	2	27
Stein	43	27	16	M	1	1	1	1	2	A	2	28
Bates	51	35	16	M	2	1	1	2	1	D	2	29
Banks	51	37	15	M	3	2	3	1	1	D	1	30

Key to Table 1
SAMPLE CHARACTERISTICS

Age - actual age in years

Age When Entering College - actual age in years

Years at College - number of years at college

Sex - M - Male
F - Female

Career Path - 1 - directly from graduate school
2 - from high school teaching
3 - from industry or related profession

Education of Parents - 1 - no college
2 - college

Parents' Annual Income (adjusted for 1985) - 1 - $10,000 to $14,999
2 - $15,000 to $19,999
3 - $20,000 to $29,999
4 - $30,000 to $39,999
5 - $40,000 to $50,000

Discipline - 1 - Academic
2 - Career

Outside Work - 1 - None
2 - Very little
3 - Moderate
4 - Great deal

Campus Type - A - Urban
B - Suburban, middle-class
C - Suburban/rural, working-class
D - Suburban, working-class

Involvement in Governance - 1 - Never involved
2 - Served on committees
3 - Served as department chair or coordinator
4 - Served as division director or dean

only after these categories had been successfully delimited that possible theoretical implications could be considered (Glazer and Stauss, p. 110).

Findings about the characteristics of the sample, organized on the same dimensions as the literature review, included:

1. Variations in career perceptions based on age as suggested by Levinson (1978).

2. Very few differences in level of satisfaction expressed based on age.

3. Sex differences were very important in respect to career aspirations for younger women. Otherwise, the adjustments of males and females were very similar.

4. Most faculty had a working-class or lower middle-class background.

5. All but three of the faculty had prior careers as high school teachers or in other professions.

6. There were differences related to discipline. Career faculty were more ambitious and more likely to work outside the college in areas related to their discipline. Academic faculty also worked outside of the college in about equal number, but usually in areas unrelated to their discipline. Career faculty saw more opportunities for a career outside the college, whereas academic faculty saw their entire future within the community college setting. There were no political differences related to discipline.

7. The choice of campus was largely serendipitous and related to logistical concerns.

8. There was a high level of satisfaction at all four campuses in the sample.

9. Underprepared students were not mentioned as a serious problem.

10. Faculty expressed general satisfaction with the administration but, nevertheless, were more negative in this area than any other.

11. Very few faculty aspired to be administrators.

12. Faculty were noncommittal about collective bargaining and did not see the union as a presence in their daily lives.

The findings met the expectations established by the literature review of the individual characteristics much more than in the career or campus environment areas. This was not an entirely unanticipated finding, as the previous career development literature has not dealt with the nuances of the relationship between the individual and the community college career.

Although these findings about the general characteristics of the faculty have some interest in themselves, they do not add very much to our understanding of the actual adjustment strategies of the faculty to their community college careers. It was necessary to move beyond the merely descriptive in order to answer the crucial questions: What are the implications of a one-stage career for community college faculty? What are the adjustment strategies that faculty employ in making sense of their careers and what are the important variables in determining what strategy they will use?

The analysis shows that the traditional view of a career, seen as a sequence of positions occupied by a person during the course of a lifetime (Super, 1957), at first seems contradictory when juxtaposed with the idea of a single or one-stage career. For a small minority of the sample, the descriptor one-stage fits in its narrowest meaning. That is, their first job was in a community college as a faculty member, and they have remained thereafter in that role. However, most of the sample did not have a one-stage career in the strictest sense. They had careers before they came to the college, either in industry or other educational settings. Despite the existence of earlier career placements, once these faculty came to the community college, their career did fit the definition of one-stage. Their activities at the college varied little from one year to the next and they had very few prospects of experiencing variation in the near future. It is this part of their career, the time at the community college, which was of interest in this analysis.

Four categories of adjustment emerged in the analysis of the data. The categories were not cleanly delineated, that is with boundaries which were both clearly drawn and wide. Rather all four categories together provided a continuum of adjustment strategies. However, in some places on the continuum it became obvious that a change in the nature, not just in the degree, of the adjustment had occurred.

The Ambitious Faculty were unaccepting of a lifelong career as a community college faculty. The five faculty placed in this

category were those who had not accepted the one-stage nature of community college teaching. That is, they saw themselves as being temporarily in an early stage of a career which would involve either moving up through a hierarchy in the college, or leaving the college and moving up through a hierarchy in another setting. They coped with the routinization and relatively unchanging nature of their present status by actively talking about and planning for a future outside of the community college faculty. As a group they were younger, more female, more likely to have had college-educated parents, work in career programs, and to work outside the college, than faculty members in the other three categories.

The Proactive Faculty were different from the Ambitious, in that they had accepted that their long-term future was within the community college. However, they were set apart from other faculty by their proactive stance toward their work. As a group, they recognized the potential for boredom and routinization and avoided it by purposefully seeking out new activities and opportunities. Unlike their Ambitious colleagues, they did not seek change from outside their college. Rather, they actively sought out different assignments and activities within the college. These assignments and activities did not ordinarily involve any formal change in status in respect to their hierarchical placement. However, these faculty were often recipients of nonhierarchical rewards and informal status gains and recognition.

Occasionally the Proactive faculty members became involved in college governance and committees and found interesting diversion through these activities. However, they were more likely to develop new curricula and approaches outside of the regular college structure. They liked change for the sake of change. They were constantly looking for new things to do. All but one of them was very involved with students and identified strongly with their college and its mission. However, all of them were motivated by the logistical benefits of their positions. They did not see becoming part of the regular administrative hierarchy as a way to create change for themselves. They enjoyed the freedom of an academic appointment and generally did not find administrative work of much interest.

The Proactive Faculty can be summarized as being proactive in terms of constantly creating interesting things for themselves to do, but different from the Ambitious Faculty in not wanting hierarchical recognition or status for these activities. They were older, more male, less likely to have college-attending parents, more likely to be in academic disciplines, and more likely to have been department heads and on committees than their colleagues in the Ambitious category.

The Reactive Faculty, like their colleagues in the Proactive group, had accepted that the remainder of their career would be spent at the community college as a faculty member. However, they differed from those in the Proactive category by taking a much more reactive approach to their work. Unlike the faculty in the Proactive category, they did not actively seek

out opportunities for new experiences and activities. They were, however, still involved in the college and would respond to new developments if they saw that they were desirable or inevitable. Ms. Allen, a secretarial science teacher, is a typical Reactive Faculty. She described her development of the new word processing curriculum as an assignment, not something that she sought out. However, it had become apparent to her that her program would not remain viable without a word processing sequence and she therefore undertook the development of the curriculum.

This category of faculty were not as motivated by the need to avoid routinization as were the faculty in the Proactive category. Boredom and routinization were not a problem for this group. Either they did not find the work routine or they did find the work routine, but valued the predictability and sameness. Many of them enjoyed the predictable aspects of their work and looked for change outside of the college. Others found enough variation in the regular teaching assignments to overcome boredom or frustration with routine. Comments such as "it's a different group of students every year...you never know what you are going to get" were common.

This category of faculty were highly motivated by the logistical benefits of their jobs. They spoke frequently of enjoying the summers off and the flexibility of an academic appointment. They did not aspire to any position or even change in their current position that would deprive them of these beneficial arrangements. They undertook assignments often on

their own terms and only if they did not interfere too much with their lifestyle.

In summary the Reactive Faculty were generally very satisfied with their jobs and intended to stay at the college until retirement. They were the largest group of faculty on each of their campuses which has important policy implications in terms of maintaining faculty vitality.

The faculty in the last category have for different reasons all become disengaged from the college. These Disengaged Faculty were not using the community college faculty position as the first step of a career ladder like the Ambitious Faculty. They were not change agents within the college, like the Proactive Faculty. Nor were they accepting of a long-term involved future at the community college, like their colleagues in the Reactive category. They did not see the college as a long-term future but their plans for leaving were rather unformed. They were unhappy at the college and felt misplaced and in most cases were supported by their colleagues and supervisors in this view. Despite a deliberate selection of community college teaching by 2 of the 3 faculty, they had become seriously disenchanted with their positions and were now discouraged about their futures as community college faculty.

Of the three faculty, 2 were still in their 40's and one was in her 50's. They had all been at their colleges for more than 10 years and one for over 15 years. Despite their relatively long tenure, they spoke as if somehow their involvement was still of a temporary nature. Although they had

this characteristic in common with their Ambitious colleagues, they were differentiated by being older and much less clear in articulating their plans for the future.

The faculty in the Disengaged category were characterized by their dissatisfaction with their career at the community college and their uncertainty about their future in the college. They were more identified with their discipline than with the college, and were more concerned with status and money than any of the faculty in the other categories.

The categories described earlier were useful for understanding the range of adjustment strategies deployed by community college faculty in one-stage careers. However, they do not contribute to an overall understanding of the one-stage career in terms of other careers and previous research describing career patterns.

Following the delimiting of the categories it was possible to consider the implications for new or adjusted theory. Although it is always risky to generalize from a small piece of qualitative research, it is possible to draw some preliminary theoretical conclusions. The literature review of career patterns outlined several theories of career development, including Levinson. Applications of Levinson's work, in particular, Baldwin (1982), described adult development stages as they applied to faculty careers. Baldwin described a hierarchical process closely following the attainment of different faculty ranks. This research suggested a somewhat different

theoretical construct for understanding the career stages of community college faculty.

Unlike Baldwin's sample, this group of faculty in one-stage careers did not exhibit a steady progressive movement from one life stage to the next, closely paralleling changes in career titles. Instead, the one-stage career appeared to exert an arresting force, tending to maintain the faculty member in the same adaptation phase that they were in at the time they entered the college.

The age that the faculty entered the one-stage career appeared to influence the subsequent adjustment category to about the same degree as current age. Although this sample is not large enough for statistical verification of the influence of one variable over another, there is considerable qualitative data to support this assertion.

The life-stage of the faculty member at the time of commencement of the one-stage career tended to remain the predominant mode much longer than it would have in a career marked by external boundaries. A re-examination of each of the categories of adjustment demonstrated this phenomenon. The essential sameness of the daily career existence did not provide ready markers for change and development, and so there was a continuing tendency for faculty to remain identified with their last demarked stage of development. This pattern was demonstrated in all four categories of adjustment.

The use of ethnographic methodology in studying community college faculty careers has allowed the development of

overarching categories of adjustment not previously available from survey research. These categories moved beyond description, to a beginning understanding of the internal processes engaged in by the faculty members in their own struggle to understand and adjust to their careers. Additionally it has been possible to suggest some adjustments to existing career and adult development literature as it relates to one-stage careers.

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